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ABSTRACT

The number of 18-year-olds and characteristics of the traditional college-age population are examined. This study is a followup and expansion of an earlier study, "Changes in Enrollment by 1985," by Cathy Henderson. The analysis considers changes in characteristics of students, college attendance patterns, the effect of demographic changes on enrollments, employment patterns, and forecasts of the National Center for Education Statistics. The following institutional responses are discussed: using student profiles, developing new student markets and special services, improving recruitment techniques, and planning for optimal use of facilities. Charts, maps, and statistical tables are included. (SW)

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ADAPTING TO CHANGES IN THE CHARACTERISTICS OF COLLEGE-AGE YOUTH

Cathy Henderson

Janet C. Plummer

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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HIGHLIGHTS

- The number of 18-year-olds and consequently the number of high school graduates will decrease 14-15 percent between 1975 and 1985.
- The characteristics of the traditional college-age (18-24) population will change; by 1985 that population will include higher proportions of black and Hispanic youth.
- Generally, more college-age women than men are now enrolling in college. Also, more high school graduates are delaying college entry for several years, more college students are choosing part-time study, and more are enrolling at community colleges.
- The National Center for Education Statistics has projected that college enrollment will total between 11.2 and 14.6 million students by 1985. If older (age 25 and over) students and college-age women continue to enroll at high rates, the decline in the number of college-age students may be offset and college enrollments may continue to expand. If not, declining enrollments are likely at most campuses.
- By using student profile data to get a clearer picture of their current clientele, college administrators can improve their recruitment and retention efforts in the 1980s. Planning officials should also consider expanding their services to attract not only older students, but also foreign students and business employees.
- Finally, when college administrators are considering how to minimize the overhead on underutilized facilities, short-term responses may be more appropriate than long-term policy changes because the pool of college-age youth will start to increase again in the 1990s.

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PREFACE

Since its inception in 1973, the Policy Analysis Service has concerned itself with current public policy issues in higher education: identifying actual or potential problems and evaluating alternative solutions, analyzing federal legislation as it affects colleges and universities, tracing demographic and social trends, and convening seminars to discuss topics of interest to the Washington-based higher education associations. One important PAS function is to communicate the findings from its analytic activities to the ACE membership and other key decision-makers in the academic community and to suggest ways in which they can use these findings.

Such is the purpose of this report, which represents a follow-up to and expansion of an earlier PAS study: Changes in Enrollment by 1985, by Cathy Henderson (Policy Analysis Service Reports, Vol. 3, No. 1, June 1977). That report discussed changes in the number of 18-year-olds by 1985 and the effects of those changes, in combination with other factors, on freshmen enrollments, by state. The present study enlarges the focus to a larger age group and looks in greater detail at changes in the characteristics and college-going patterns of young people. The implications of these findings for colleges and universities are drawn out, and alternative strategies for maintaining enrollment levels presented. It is hoped that this report will prove helpful to college administrators as they face what sometimes seems an uncertain future.

We would like to thank John F. Hughes for his valuable suggestions, Laura Kent for her expert editorial advice, and Beverly Washington for her meticulous typing and extraordinary patience.

Cathy Henderson

Janet C. Plummer

ADAPTING TO CHANGES IN THE CHARACTERISTICS OF COLLEGE-AGE YOUTH

In 1976 college enrollments declined nationally for the first time in over twenty years. By 1977 enrollment counts had risen again, and many observers ascribed the one-year slump to the large number of veterans whose eligibility for GI benefits had recently expired. Nonetheless, the message of 1976 is clear: Higher education can no longer look forward to the sustained enrollment growth that has characterized the last two decades.

The rapid expansion of college enrollments during the 1960s was attributable not only to the increase in the number of traditional college-age youth but also to their greater tendency to enroll in college.[1/] By the mid-1970s the growth rate had slowed down, and the college-going rate had stabilized. Consequently, many institutions were already experiencing only slight enrollment increases, stable enrollments, or even declines.

From the standpoint of the institutional administrator, the immediate prospects are not encouraging. Nonetheless, certain steps can be taken to help maintain stable college enrollments in the 1980s. This report discusses first the general outlook over the next decade, as indicated by the changing nature of the college-age population, trends in college-going behavior, youth employment patterns, and enrollment forecasts. Then it suggests various ways in which college officials can respond so that the potentially unfavorable impact of these projected changes can be averted, or at least cushioned.

1/ The term "traditional college-age youth" refers to the 18-24 age group.

General Outlook

During the next decade, the pool of traditional college-age youth will start to shrink. Thus, as Exhibit 1 shows, between 1975 and 1985 the number of 18-year-olds (who currently constitute three-fourths of all full-time freshmen) will decrease by 15 percent. Their numbers will continue to decline, reaching a low in 1992 (a 25 percent decrease over the 1975 figure), and then will start to increase fairly steadily. Nonetheless, by the year 2000, there will be almost 8 percent fewer 18-year-olds in the United States than there were in 1975.

Changes in the larger pool, the 18-24 age group, will be somewhat less abrupt (Exhibits 2 and 3). In 1990, this age group will have decreased by about 9 percent from the 1975 level; in 1966 (the low point), by 17 percent; and in the year 2000, by 11 percent.[2/] Since about four in five undergraduates in 1976 were in the 18-24 age group, and since college-going rates are expected to remain about the same or even to decline slightly, the population shrinkage should affect college enrollments by the mid- or late 1980s, despite recent rapid increases in the number of "older" students (age 25 and over) enrolling in academic institutions.

The reduction in college enrollments will not be uniform across the nation. The outlook for a particular state depends on three factors: first, general population shifts from one part of the country to another; second, the tendency of the state's high school graduates to attend in-state colleges; and third, the state's historical record as a "net importer" or "net exporter" of undergraduates. In many cases, these factors balance one another out. For instance, looking just at freshman enrollments, we find that only eleven states are likely to suffer significant declines by 1985; six others may actually experience substantial increases; and the remainder are projected to maintain relatively stable freshman enrollments between 1975 and 1985.[3/]

2/ U.S. Bureau of the Census, Current Population Reports, Series P-25. (Washington: Government Printing Office), No. 721, 1978, pp. 9-11; No. 704, 1977, pp. 38-60.

3/ For more detailed information on state-by-state projections, see Cathy Henderson, Changes in Enrollment by 1985, Policy Analysis Service Reports, Vol. 3, No. 1, 1977.

Changes in Characteristics

Not only will the college-age pool shrink during the 1980s, but also--because specific subgroups of the population had different fertility rates during the 1960s--the characteristics of the pool will change, especially with respect to racial/ethnic composition. Exhibit 4 profiles the college-age population in 1965, 1975, and 1985.

The male-female ratio stays about the same over this twenty-year period, with men constituting slightly over half the 18-24 age group in most years. But the racial/ethnic distribution changes, with the proportion of whites declining and the proportion of nonwhites increasing. Thus, in 1965, nonwhites constituted 12 percent of this age group; in 1975, 14 percent; and in 1985, they are projected to constitute 17 percent. If present trends continue, the nonwhite proportion will peak in 1996-97 at 19 percent.

As Exhibit 4 indicates, most of these nonwhites are in fact black. Exhibits 5, 6, and 7 show the estimated proportions of black and Hispanic youth in each of the fifty states and the District of Columbia in 1976. Extrapolating from 1970-75 trends, we can project twenty-three states to have higher-than-average increases in the total black population--including the 18-24-year-olds--during the next decade. The data on Hispanic youth are insufficient to permit either long-range or state-by-state projections. From the limited information available, however, we can estimate that in the 1980s and 1990s the proportion of Hispanics within the college-age population will increase nationally.

Because of the shrinking college-age population, the number of high school graduates will decrease from 3.14 million in 1975 to 2.69 million in 1985, a 14 percent decline (Exhibit 8). This change represents a reversal of recent trends, in that the number of high school graduates increased by 20 percent between 1965 and 1975. The peak year nationally was 1978, when 3.16 million people graduated from high school.

College Attendance Patterns

Another factor that will influence enrollment levels for the next ten years is the college attendance pattern of youth. Looking at the last decade for clues to the future, we find that, within the 18-24 age group, the proportion of men enrolled in college was 27 percent in 1966 and 26 percent ten years later. This participation rate includes both civilian and military personnel and therefore controls for the artificially high enrollment rates of civilian men during the Vietnam era. During this same period, the proportion of women attending college rose from 18 percent to 25 percent; by 1976 women 18-21 years old were enrolling at higher rates than their male counterparts.4/

In addition, young people are growing more inclined to delay college entry for several years after high school graduation. Exhibits 9 and 10 show the proportions of recent high school graduates entering college as freshmen between 1973 and 1976, by the time that elapsed between high school graduation and college entry. Over this period the proportion enrolling immediately after high school declined steadily, whereas the proportion delaying entry increased. Indeed, in 1976, 22 percent had waited from one to three years before enrolling in college; moreover, 19 percent had delayed college entry for five or more years.

Another trend to emerge during the last decade is an increase in the number of families with more than one college-age dependent. "Sibling overlap," as it is termed, places an added financial burden on some families insofar as they are called upon to meet college costs for more than one child at a time. In 1967 12 percent of all families with dependents in the 18-24 age group had more than one dependent enrolled in college; by 1976 the proportion had risen to 16 percent.5/ Because of different child-spacing patterns in the 1960s, sibling overlap will become less prevalent after 1981.

4/ U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 319, 1978, p. 67.

5/ Data supplied by Larry Suter, Population Division, U.S. Bureau of the Census, May 1978.

Finally, more students are choosing to enroll in college on a part-time basis. Since 1970 the proportion of part-time students has increased from 32 percent to 40 percent of total enrollments.[6/]

Employment Patterns

Young people will constitute a smaller proportion of the population in 1985 than in 1975. Exhibit 11 shows the 16-24 age group as a proportion of the civilian labor force (16 years and older) over the 1965-90 period. In 1975 about one in four workers was in the 16-24 age group; by 1990, however, this proportion will drop to about one in five.

Many analysts view this projected change optimistically, inferring from it that the level of youth unemployment, which today is alarmingly high (over 16 percent for youth 16-19 years old), will drop.[7/] This conclusion should be accepted with caution. Young people typically get part-time and low-paying jobs. Society has witnessed a steady increase in the numbers and proportions of women in the labor force: Some delay marriage, some are divorced, and still others combine marriage and employment. In 1975 close to half of all husband-wife families had both spouses employed.[8/] Many married women work part-time and in lower-paid occupations. If women continue to flow into the labor force--and if many continue to take part-time and low-paying jobs--then the unemployment rates of young people will not necessarily decline during the 1980s.[9/]

6/ National Center for Education Statistics, Fall Enrollment in Higher Education 1970, Supplementary Data (Washington: Government Printing Office, 1971), p. 9 and National Center for Education Statistics, "1977 Fall Enrollment in Higher Education--Final Count," p. 3 (duplicated).

7/ "Employment Data from the Household Survey," Monthly Labor Review, July 1978, p. 58.

8/ This figure excludes families in which the husband was not employed. See Isabel V. Sawhill, On the Way to Full Equality, paper presented to the U.S. House of Representatives Select Committee on Population, June 2, 1978.

9/ For further discussion of unemployment trends, see Congressional Budget Office, Youth Unemployment: The Outlook and Some Policy Strategies (Washington: Government Printing Office, April 1978).

Historically, civilian unemployment rates have been lower for young high school graduates than for young high school dropouts. In addition, the armed services have been more interested in recruiting high school graduates than in recruiting dropouts. Thus, colleges will have to compete both with civilian employers and with the military for the reduced number of high school graduates projected for the 1980s.[10/] A resumption of the military draft in the 1980s would obviously exacerbate the competition for educated youth.

NCES Enrollment Forecasts

The National Center for Education Statistics (NCES) has prepared three sets of college enrollment projections, each based on different assumptions (Exhibits 12 and 13). The "high-alternative" forecast, which assumes continuation of the 1967-76 trend toward increased participation on the part of women and of older people, estimates college enrollment at 14.6 million in 1985. The "low-alternative" forecast, which assumes continuation of 1975 and 1976 enrollment patterns, predicts that enrollments will peak at 11.6 million in 1981 and then decline to 11.2 million by 1985. The "intermediate-alternative" approach assumes a steady increase in enrollments, reaching 12.9 million in 1985.

In addition, the impact of these demographic shifts on different types of institutions is considered. Under all three projections, four-year colleges, both public and private, are likely to lose students during the 1980s, whereas enrollments at community colleges will generally expand. If 1967-76 trends continue, private two-year colleges can expect increases during the next ten years; if not, these colleges will probably maintain stable enrollments.

Effect of Demographic Changes on Enrollments

Changes in the characteristics of college-age youth are likely to affect the overall enrollment levels of freshmen and eventually of all undergraduates in the 1980s. The three sets of projections by NCES

10/ For further discussion on the trade-offs among these three competing sectors, see Congressional Budget Office, National Service Programs and Their Effects on Military Manpower and Civilian Youth Problems (Washington: Government Printing Office, January 1978).

differ in assumed participation rates of women and older students. Moreover, other demographic factors besides sex and age will influence total enrollment levels and types of institutions chosen.

The participation of blacks in higher education has increased substantially in recent years. In 1965 blacks constituted 11 percent of the 14-34 age group but only 4.8 percent of total college enrollment; in 1975 the respective figures were 12 percent and 10 percent.[11/] In particular, the participation of black women has risen rapidly during the last five years (Exhibit 14). Nonetheless, according to recent data from the Bureau of the Census and NCES, whites in the 18-24 age group are still more likely to attend college than are their black counterparts (Exhibit 15).[12/] Given the proportionate increase of nonwhites in the college-age population between 1975 and 1985, it follows that, if the overall college participation rate of all students remains stable and if black participation rates remain lower than those of whites, total enrollment levels for college-age students are not likely to increase in the 1980s. If the participation and retention rates of blacks continue to rise, however, more stable enrollments at some colleges are projected.

In general, black students have become more likely over time to enroll in predominantly white institutions. In 1953 approximately two-thirds of black students enrolled in predominantly black colleges, but by 1985 that proportion may be as low as 15-17 percent.[13/]

11/ Congressional Budget Office, Inequalities in the Educational Experiences of Black and White Americans, Background Paper (Washington: Government Printing Office, September 1977), pp. 26-27.

12/ This conclusion is based on data from the Bureau of the Census Survey of Income and Education and Current Population Reports series and from the National Center for Education Statistics. The results of these surveys were, however, mixed concerning enrollment rates by race/ethnicity within income groups.

13/ John K. Folger, The South's Commitment to Higher Education: Progress and Prospects (Atlanta: Southern Regional Education Board, 1978), p. 23.

The number of Hispanics enrolled in higher education has also increased. In 1976 Hispanics constituted 4.8 percent of all undergraduates. Hispanics are more likely to attend two-year colleges than any other type. Even among full-time undergraduates, 45 percent of Hispanic students were enrolled in two-year colleges, compared to 37 percent of black and 27 percent of white students.[14/]

To summarize: By 1985 the number of high school graduates will have dropped from the 1975 level. If present trends continue, more of these high school graduates will be black or Hispanic, more will delay college entry for several years, more will study part-time, and more will attend low-cost community colleges. A larger proportion of college students will be women. Finally, fewer families will have more than one college-age dependent enrolled in higher education at the same time.

Appropriate Institutional Responses

What actions can college officials take to mitigate the potentially unfavorable effects that these projected changes might have on their institutions? The first step for each institution is to collect detailed information on the characteristics of its current undergraduates. Only if academic administrators have a clear picture of the present profile of the student body will they be able to appraise realistically how the general trends discussed in this report will alter that profile.

Using Student Profiles

Most institutions that engage in active recruitment efforts tailor their techniques to defined groups of prospective students: from particular geographical areas, for example, or even from specific high schools within particular cities. Thus, they usually know where their

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14/ Michael Olivas, "Hispanics in Higher Education: Status and Legal Issues," paper presented to the National Association of College Admissions Counselors, October 4, 1978, pp. 23-24; Unpublished data from the Office for Civil Rights; National Center for Education Statistics, The Condition of Education, 1978 Edition (Washington: Government Printing Office, 1978), p. 118; "Minorities Account for 16.2 Percent of 1976 College Enrollments," Higher Education Daily, March 27, 1978, p. 1; and the Institute for the Study of Educational Policy, staff calculations, 1978.

entering students come from and the level of their academic ability as measured by achievement test scores and high school grades. But these data, though useful, are not enough. Therefore, institutions should, whenever possible, avail themselves of more sophisticated profiles of students.

Since 1966 the Cooperative Institutional Research Program (CIRP)--sponsored jointly by the American Council on Education and the University of California at Los Angeles and involving an average of 482 higher education institutions each year--has annually provided each participating institution with an individual profile of its first-time, full-time freshmen, comparing them with freshmen entering similar institutions on a variety of characteristics, including age, race/ethnicity, parental income, reasons for selecting the college, probable major field of study, career aspirations, and sources of financial support. These profiles have proved helpful to college officials in tracing changes over time in the characteristics of their entering freshman classes.

For instance, using the CIRP institutional profile, administrators at one private southern university identified those students who felt a need for remedial work and so arranged to deliver to them the early academic counseling they required. College officials at a Mid-Atlantic public university recently discovered that their clientele was shifting; half their freshmen are now coming from two adjoining states. To encourage further in-migration, the officials then altered both their tuition policy and their financial aid structure to make them more competitive with what was offered by the public institutions from the nearby states. Other institutions have followed up their freshmen to learn, for example, how their choices of major fields changed during the college years, whether they continued on to graduate school, and what their first jobs were; these longitudinal studies are particularly valuable in revealing the impact of a college on its students.[15/]

15/ For further information on institutional use of the results of CIRP freshman profiles and for a bibliography of recent retention studies, write to the Policy Analysis Service, American Council on Education, One Dupont Circle, Washington, D. C. 20036.

In addition, student profiles can help colleges to improve their retention rates and thus to offset the decline in the number of new college-age students. Research evidence indicates that students who are female, white, highly able, or from high-income families are more likely than other students to persist in college (i.e., not to drop out, either temporarily or permanently). Moreover, entering college immediately after high school graduation, living on campus, becoming involved in extracurricular activities, and participating in the federal College Work-Study program or having some other kind of part-time job are all related to persistence in college.[16/] By taking steps to identify freshmen with possible academic or social problems that may cause them to drop out, some institutions have been able to offer special counseling services to these students. Other colleges have encouraged peer counseling--whereby upperclassmen advise freshmen--to reduce attrition.

Studies show that most students who drop out leave during their first year, usually because of financial problems or boredom. Overall, only between 40 and 50 percent of all full-time freshmen earn a baccalaureate within four years, although this rate varies by type of institution. Exhibit 16 indicates the number of full-time freshmen required to produce 100 graduates within a recent four-year period, by type of institution. College officials should be especially concerned if their retention rates differ significantly from their peer group of institutions.

Developing New Student Markets and Special Services

During the 1970s many colleges successfully expanded their enrollments by recruiting "nontraditional" students, most of whom were "older" people (age 25 and over) interested in attending on a part-time basis.

16/ Engin Inel Holmstrom and Paula R. Knepper, "Four-Year Baccalaureate Completion Rates: A Limited Comparison of Student Success in Private and Public Four-Year Colleges and Universities" (available from the Policy Analysis Service, American Council on Education); Alexander W. Astin, Preventing Students From Dropping Out (San Francisco: Jossey-Bass, 1975).

For example, one small private residential women's college expanded its program to include commuter students and students interested in career training. The mission of primarily educating women was also highly promoted. As a result, undergraduate enrollments doubled within five years; yet, average class size actually decreased, and admission standards were maintained.

Other institutions--confronted with the prospect of shrinking enrollments as the number of traditional college-age youth declines--will undoubtedly try to tap this market of older people. College officials would do well to bear in mind that, if such efforts are to succeed, special accommodations may have to be made, such as flexible scheduling of courses including night and weekend classes. Older students (or college-age students from groups not previously well represented in higher education) may also require additional support services such as counseling and tutoring.

The overwhelming majority of students--college-age and older, full-time and part-time--live in off-campus housing, and many are on campus for only a few hours each week. These commuter students frequently complain about lack of access to their faculty advisors. Thus, in addition to scheduling courses flexibly, college officials should encourage faculty members to provide less rigid office hours.

College officials interested in expanding their clientele should also be aware of the employer education assistance provision of the Revenue Act of 1978, which greatly expands the number of employees who can take advantage of tax-free tuition benefits provided by employers. Under previous tax laws, employees had to pay income taxes on any such educational benefits not directly related to their jobs. Now they may use their educational fringe benefits for classes that contribute to their personal or career advancement within the company or beyond (though not for purely recreational classes). Scheduled to be effective during 1979-1983, this provision covers tuition, fees, books, and course supplies but excludes living expenses and transportation charges.

According to a recent study by the National Manpower Institute (NMI), a vast majority of companies have educational fringe benefit programs, but only 4-10 percent of the workers participate in them.[17/] Typically, the companies do little to publicize these tuition-aid programs. It is not surprising, then, that respondents to the NMI survey reported inadequate information as the chief barrier to participation.

Higher education institutions can cooperate with the business community in expanding educational services to this adult population. Specifically, colleges can develop courses tailored to meet the personal and career goals of groups of workers. Some workers may feel that they are too slow or too old to enroll; others may fear failure. Special counseling services can help overcome these problems. It is important to make these courses as convenient as possible by bringing them on site.

Currently, tuition aid plans cover at least 1.6 million adult workers.[18/] In addition many college-age students who are working and enrolled part-time are interested in using these tuition benefits to help defray rising student charges. College officials should develop better linkages with industry to encourage workers to take advantage of the new tax provisions.

Institutions should also look to the possible market of foreign students. In 1976-77 over 200,000 foreign nonimmigrants attended academic institutions in the United States. More than half (53 percent) came from Asia, 18 percent from Latin America, 13 percent from Africa, and 8.2 percent from Europe. Twelve years ago Canada supplied more students to the United States than any other country; today Iran heads the list.[19/]

17/ Ivan Charner, Kathleen Knox, Allen E. LeBel, Herbert A. Levine, Lawrence J. Russell, and Jane E. Shore, An Untapped Resource: Negotiated Tuition-Aid in the Private Sector (Washington: National Manpower Institute, 1978), p. 19.

18/ This estimate is for negotiated plans that cover at least one thousand workers. Ibid., p. 27.

19/ Alfred C. Julian and Robert E. Slattery, eds. Open Doors 1975-76--1976-77 (New York: Institute of International Education, 1978), pp. 14-23.

Most of these foreign students are men majoring in engineering, business management, or the sciences. Half are enrolled as undergraduates. Recruitment officers, particularly at colleges which emphasize science curricula, should consider making special efforts to recruit foreign students, who should have access to the same support services offered to other nontraditional students.

Improving Recruitment Techniques

Colleges and universities can improve their recruitment efforts and thus boost their enrollments in a variety of ways. For instance, they can:

- develop a prospectus highlighting strengths and weaknesses of the institution,
- mail this prospectus to potential students identified on lists issued by national testing organizations and to high school guidance counselors,
- encourage alumni to supply names of prospective students and to contact recently accepted students,
- invite potential students to attend lectures or spend a weekend on campus, and
- ask state planning officials for detailed demographic profiles of the population from which the institution draws its enrollments.[20/] College officials can then better analyze regional population shifts which are expected in the 1980s.

In addition, institutions should work together to improve the articulation between two- and four-year institutions so that the problems now frequently encountered by transfer students, such as having to enroll for a fifth year or being ineligible for institutionally based student aid, are eliminated. If recruiting transfers is a special concern, a special prospectus should be developed for them.

20/ For a list of agencies which prepare population estimates and projections for state and local jurisdictions, write to the Policy Analysis Service, American Council on Education.

Finally, in attracting and recruiting students, institutions should pay close attention to such characteristics as the current male-female and white-nonwhite ratios in order to determine whether institutional recruitment and curriculum policies should be changed to reflect the changing pool of potential applicants.

Planning for Optimal Use of Facilities

During the next decade some dormitories and classroom facilities will be underutilized. Institutional planning officials will have to weigh available options carefully as they try to minimize physical plant overhead, bearing in mind that the numbers of college-age youth will begin to rise again by the 1990s. Some colleges that overbuilt in the 1960s may have to dispose of a few of their facilities. Others, unable to withstand financial pressures exacerbated by population declines, may have to close entirely. But most institutions faced with the prospect of underutilized facilities should consider the short-term option of leasing the space until the college market becomes more favorable in the 1990s. Ultimately, short-term responses to demographic trends may be more suitable than long-term policy changes that drastically alter the nature of the institution.

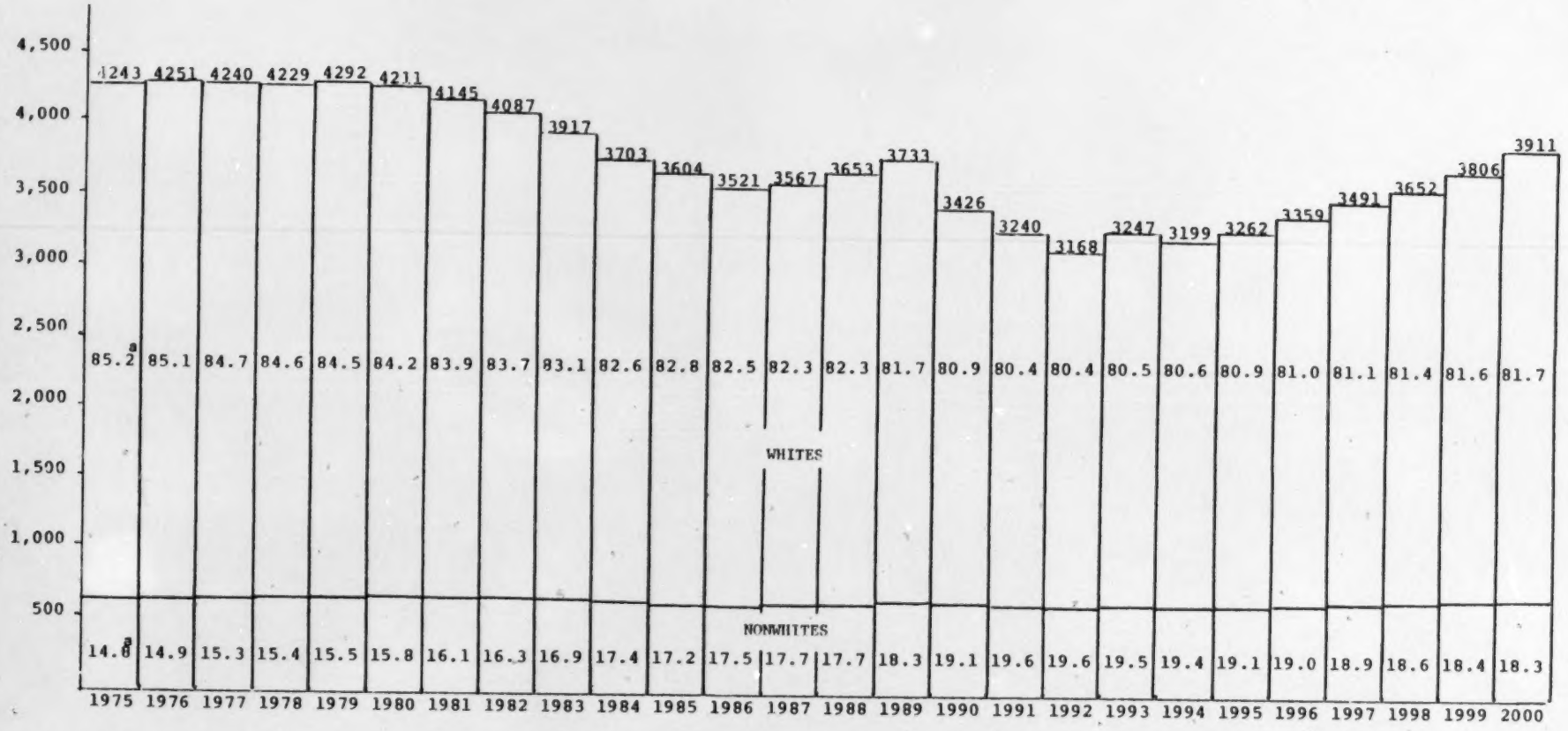
EXHIBITS

EXHIBIT 1

TRENDS IN THE 18-YEAR-OLD POPULATION, 1975-2000,

INCLUDING PROPORTIONS OF WHITES AND NONWHITES

(In Thousands)



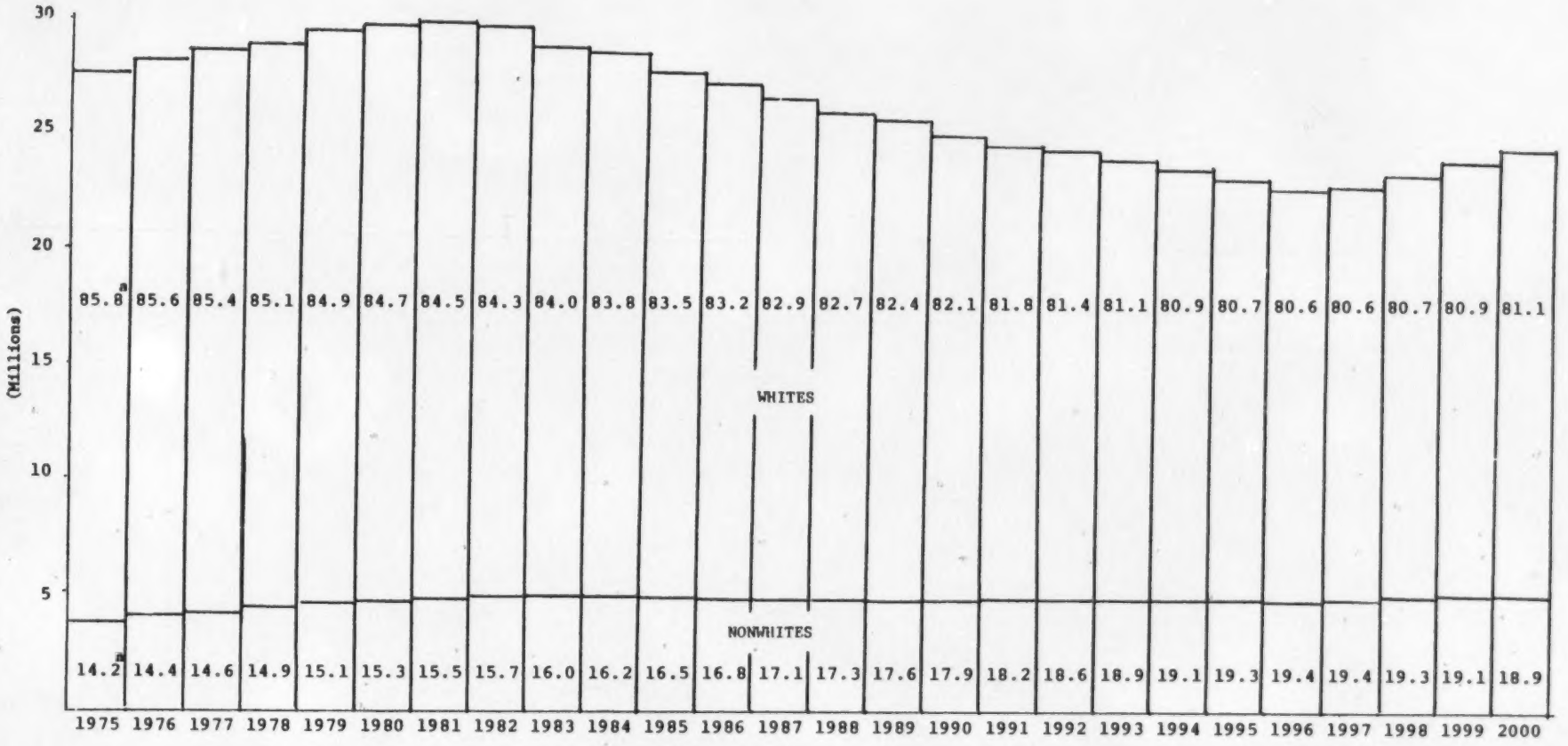
[a]In 1975, 85.2 percent of the total 18-year-old population (4.2 million) were white; 14.8 percent were nonwhite according to Census classifications.

Source: U.S. Bureau of the Census, Current Population Reports, Series P-25: No. 704, 1977, pp. 38-60 and No. 721, 1978, pp. 9-11. Figures for 1978-2000 are based on the Bureau of the Census Series II population projections.

EXHIBIT 2

TRENDS IN THE 18-24-YEAR-OLD POPULATION, 1975-2000,

INCLUDING PROPORTIONS OF WHITES AND NONWHITES



[a]In 1975, 85.8 percent of the total 18-24-year-old population (27.6 million) were white; 14.2 percent were nonwhite according to Census classifications.

Source: Same as Exhibit 1.

EXHIBIT 3

TRENDS IN 18-24-YEAR-OLD POPULATION COUNTS, 1975-2000

(In Thousands)

Year	Total	White	Nonwhite
1975	27,605	23,677	3,927
1976	28,163	24,107	4,056
1977	28,602	24,411	4,190
1978	28,980	24,670	4,309
1979	29,299	24,882	4,416
1980	29,462	24,964	4,499
1981	29,512	24,951	4,562
1982	29,357	24,756	4,601
1983	29,022	24,392	4,630
1984	28,480	23,855	4,625
1985	27,853	23,259	4,594
1986	27,084	22,541	4,544
1987	26,446	21,937	4,510
1988	25,967	21,475	4,491
1989	25,629	21,118	4,510
1990	25,148	20,642	4,507
1991	24,687	20,186	4,501
1992	24,240	19,740	4,500
1993	23,957	19,441	4,516
1994	23,594	19,089	4,505
1995	23,222	18,736	4,485
1996	22,864	18,418	4,446
1997	22,937	18,482	4,455
1998	23,350	18,848	4,502
1999	23,990	19,407	4,583
2000	24,653	19,985	4,668

Source: U.S. Bureau of the Census, Current Population Reports, Series P-25: No. 704, 1977, pp. 38-60 and No. 721, 1978, pp. 9-11.

EXHIBIT 4

SELECTED CHARACTERISTICS OF THE 18-24-YEAR-OLD POPULATION IN 1965, 1975, AND 1985

Characteristic	Year 1965	1975	1985
Number (in thousands)	20,293	27,605	27,853
Age (percent distribution):			
18	18.7%	15.4%	12.9%
19	13.5	15.0	13.4
20	13.9	15.0	14.5
21	13.9	14.3	14.6
22	14.7	13.8	14.6
23	12.9	13.2	14.6
24	12.3	13.3	15.4
Sex (percent distribution):			
Male	50.3%	50.4%	50.4%
Female	49.7	49.6	49.6
Race/Ethnicity (percent distribution):			
White	88.1%	85.8%	83.5%
Nonwhite	11.9	14.2	16.5
(Black)	(10.7)	(12.5)	(13.9)

Source: Policy Analysis Service, American Council on Education. Based on U.S. Bureau of the Census, Current Population Reports, Series P-25: No. 519, 1974, p. 20; No. 704, 1977, p. 45; and No. 721, 1978, p. 11.

EXHIBIT 5

PROPORTION OF THE 18-24-YEAR-OLD POPULATION WHICH IS BLACK OR OF SPANISH ORIGIN, BY STATE, IN 1976

State	Black	Spanish Origin[a]	State	Black	Spanish Origin[a]
TOTAL	12.2%	5.3%	MISSOURI	14.0%	1.0%
ALABAMA	29.3	0.4	MONTANA	1.0	1.0
ALASKA	4.7	1.8	NEBRASKA	3.5[b]	1.4
ARIZONA	2.3[b]	15.3	NEVADA	7.2[b]	5.9
ARKANSAS	20.5	0.0	NEW HAMPSHIRE	0.3	0.5
CALIFORNIA	9.5[b]	15.9	NEW JERSEY	10.3[b]	5.5
COLORADO	3.6[b]	10.8	NEW MEXICO	1.6	34.1
CONNECTICUT	7.6	3.0	NEW YORK	13.5[b]	7.2
DELAWARE	13.9[b]	1.9	NORTH CAROLINA	25.5	0.0
D.C.	73.7	1.3	NORTH DAKOTA	0.4	0.4
FLORIDA	17.9[b]	6.7	OHIO	10.1	1.3
GEORGIA	31.3[b]	0.4	OKLAHOMA	8.1[b]	1.8
HAWAII	1.1	2.2	OREGON	1.5[b]	2.1
IDAHO	0.2	4.9	PENNSYLVANIA	9.3	1.0
ILLINOIS	16.4	3.9	RHODE ISLAND	3.4[b]	0.6
INDIANA	6.3[b]	1.8	SOUTH CAROLINA	32.2[b]	0.7
IOWA	1.6[b]	1.0	SOUTH DAKOTA	0.4	0.9
KANSAS	4.8	2.8	TENNESSEE	17.9	0.5
KENTUCKY	10.5	0.6	TEXAS	11.7[b]	20.1
LOUISIANA	27.5	1.5	UTAH	1.1	3.5
MAINE	0.5	0.5	VERMONT	0.2	1.3
MARYLAND	20.9[b]	0.5	VIRGINIA	15.6	0.7
MASSACHUSETTS	2.6[b]	0.8	WASHINGTON	2.5[b]	2.7
MICHIGAN	12.5[b]	1.3	WEST VIRGINIA	2.3	0.2
MINNESOTA	0.8[b]	0.7	WISCONSIN	3.4[b]	0.9
MISSISSIPPI	37.3	0.4	WYOMING	1.1	5.7

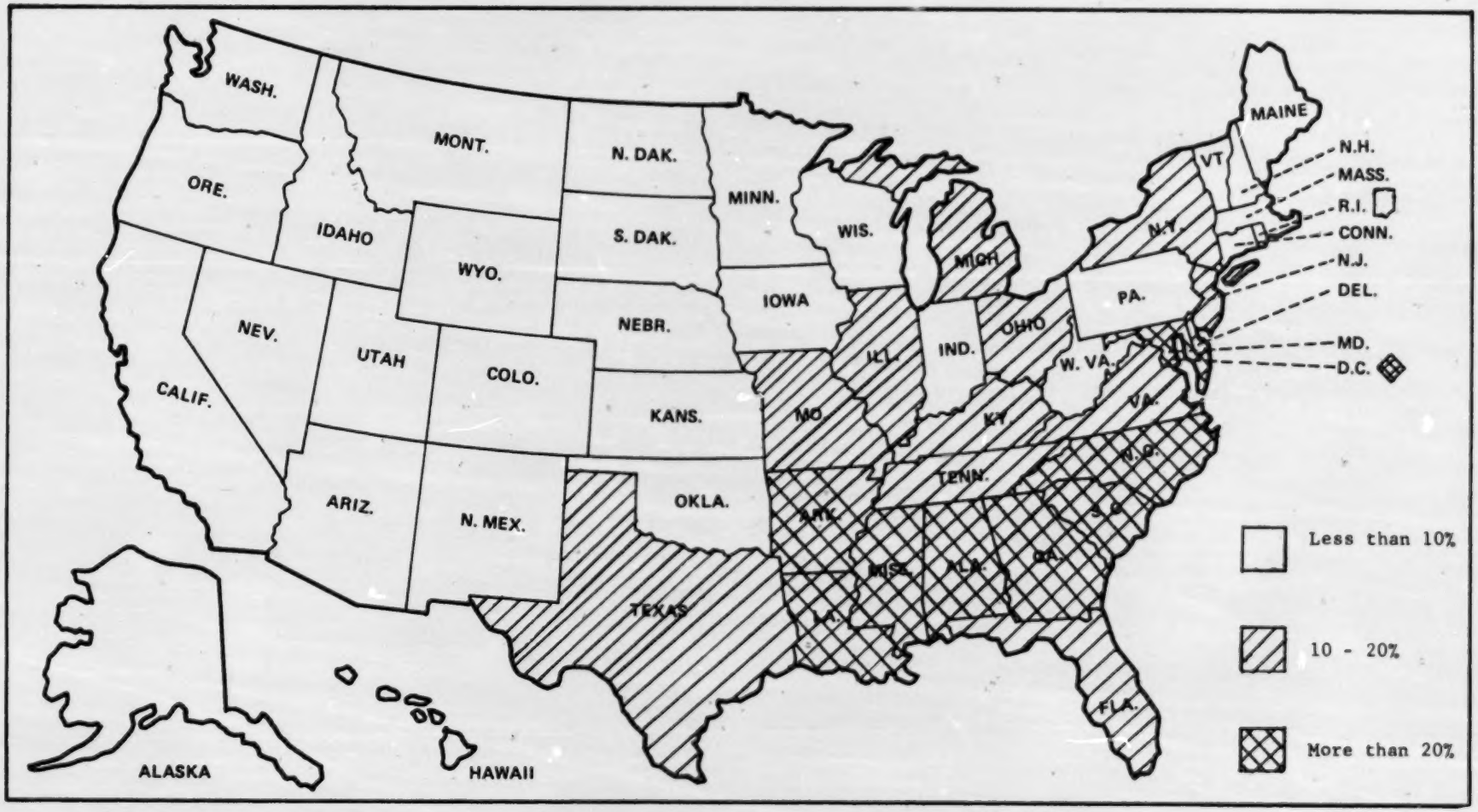
[a]People of Spanish origin may be of any race.

[b]Between 1970 and 1975, the proportionate increase in the total black population of the state was higher than the average national rate of 8.2 percent.

Source: Policy Analysis Service, American Council on Education. Based on unpublished data from the Bureau of the Census', Survey of Income and Education, National Center for Education Statistics, 1978.

EXHIBIT 6

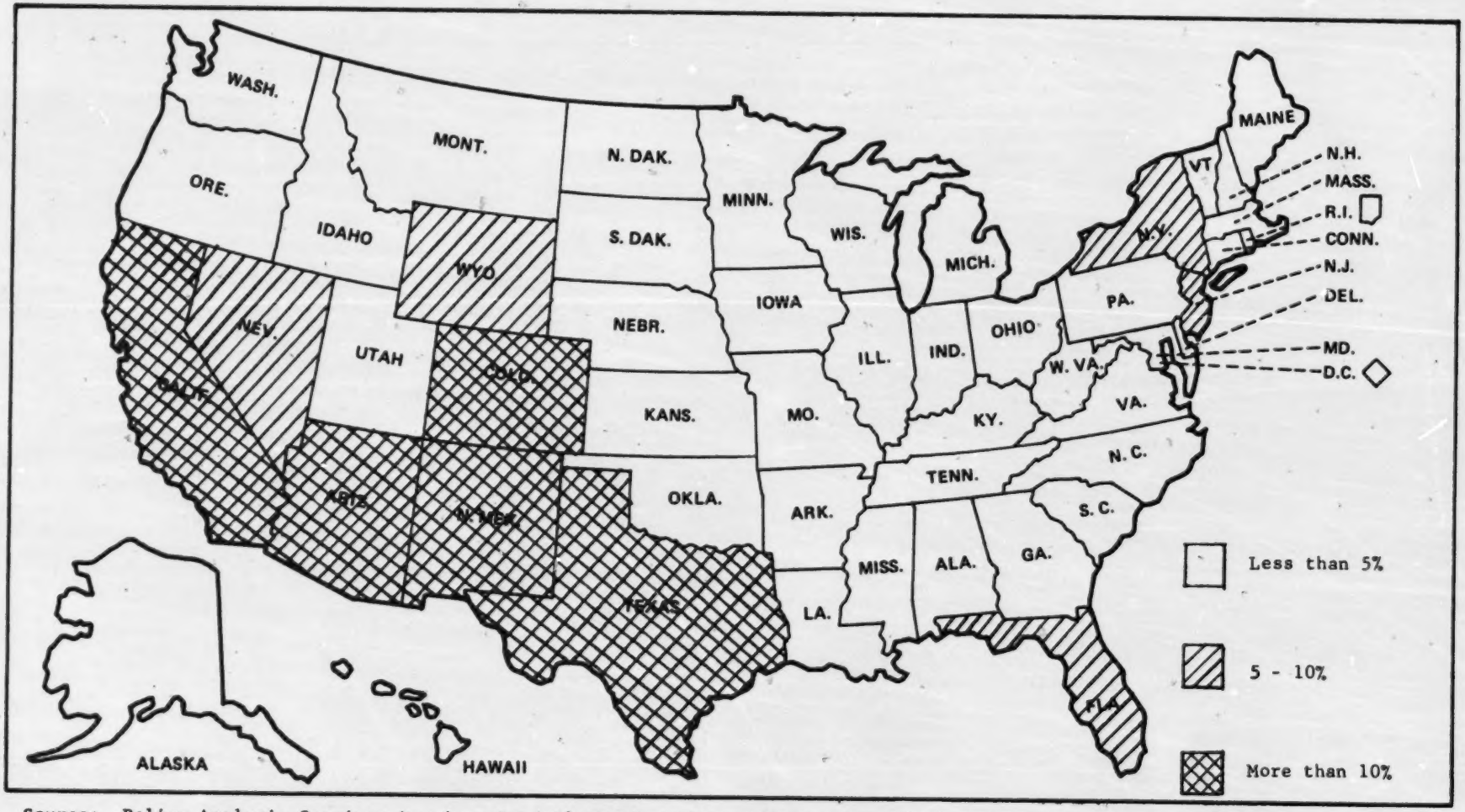
STATE COMPARISONS OF 18-24-YEAR-OLD BLACK POPULATION



Source: Policy Analysis Service, American Council on Education. Based on unpublished data from the Survey of Income and Education, National Center for Education Statistics, 1978.

EXHIBIT 7

STATE COMPARISONS OF 18-24-YEAR-OLD SPANISH-ORIGIN POPULATION

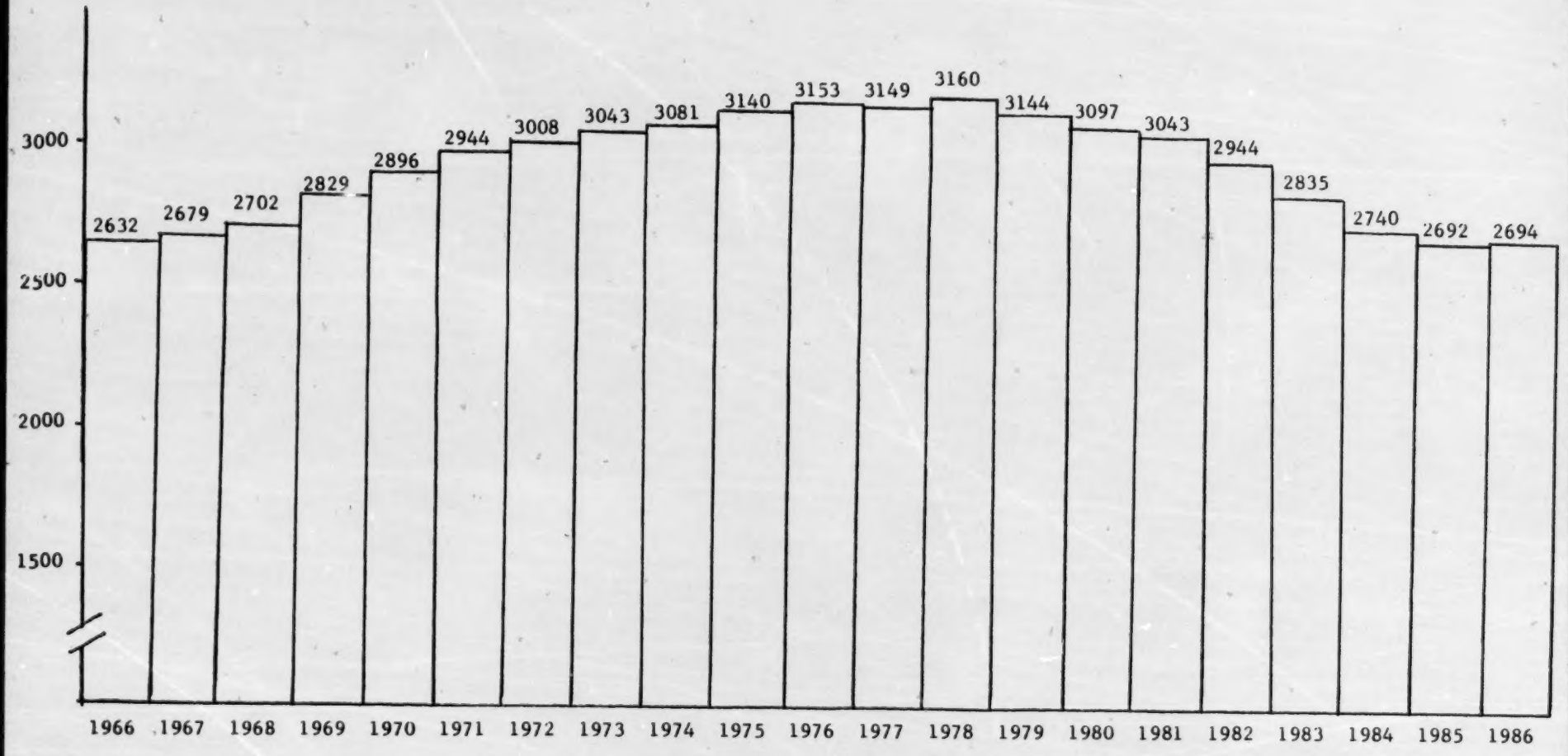


Source: Policy Analysis Service, American Council on Education. Based on unpublished data from the Survey of Income and Education, National Center for Education Statistics, 1978.

EXHIBIT 8

TRENDS IN HIGH SCHOOL GRADUATES, 1966-1986

(In Thousands)



Source: National Center for Education Statistics, Projections of Education Statistics to 1986-87 (Washington: GPO), p. 37.

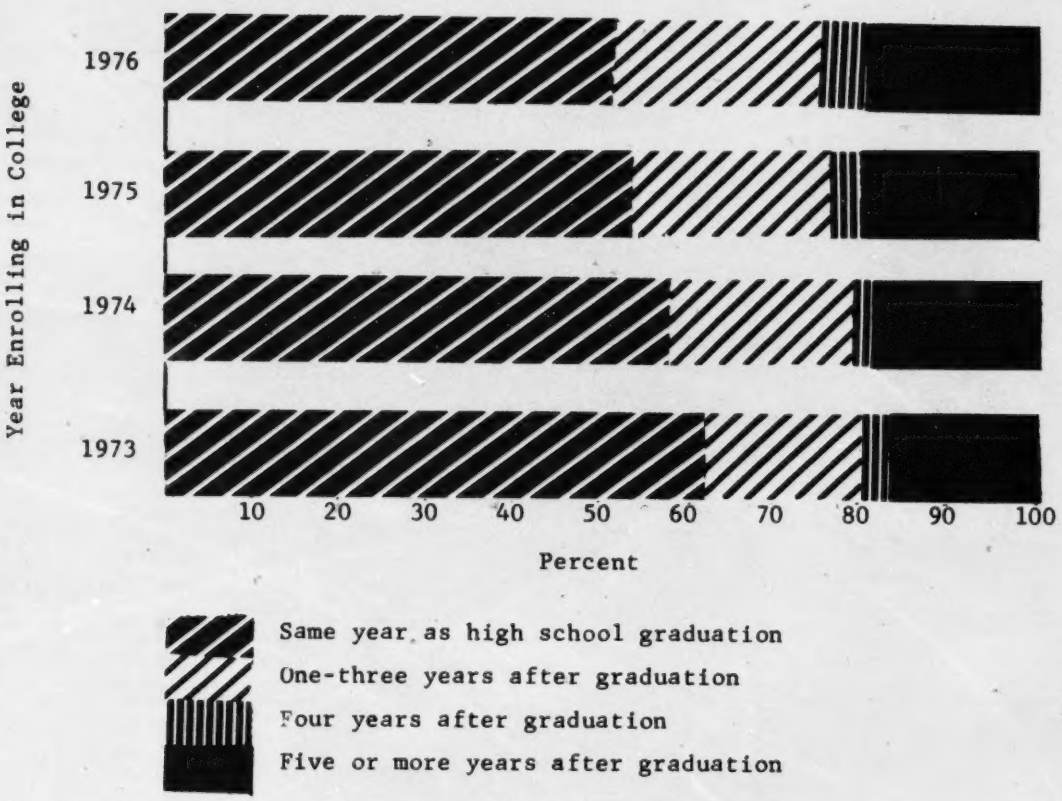
Note: Data show graduates of both public and private high schools in the spring of each year.

EXHIBIT 9

PROPORTIONATE DISTRIBUTION OF FRESHMEN

BY TIME ELAPSED BETWEEN HIGH SCHOOL GRADUATION

AND COLLEGE ENTRY



Source: Policy Analysis Service, American Council on Education. Based on Bureau of the Census, Current Population Reports, Series P-20: No. 272, p. 31; No. 286, p. 24; No. 303, p. 24; No. 319, p. 26.

EXHIBIT 10

PROPORTION OF FRESHMEN ENTERING COLLEGE,

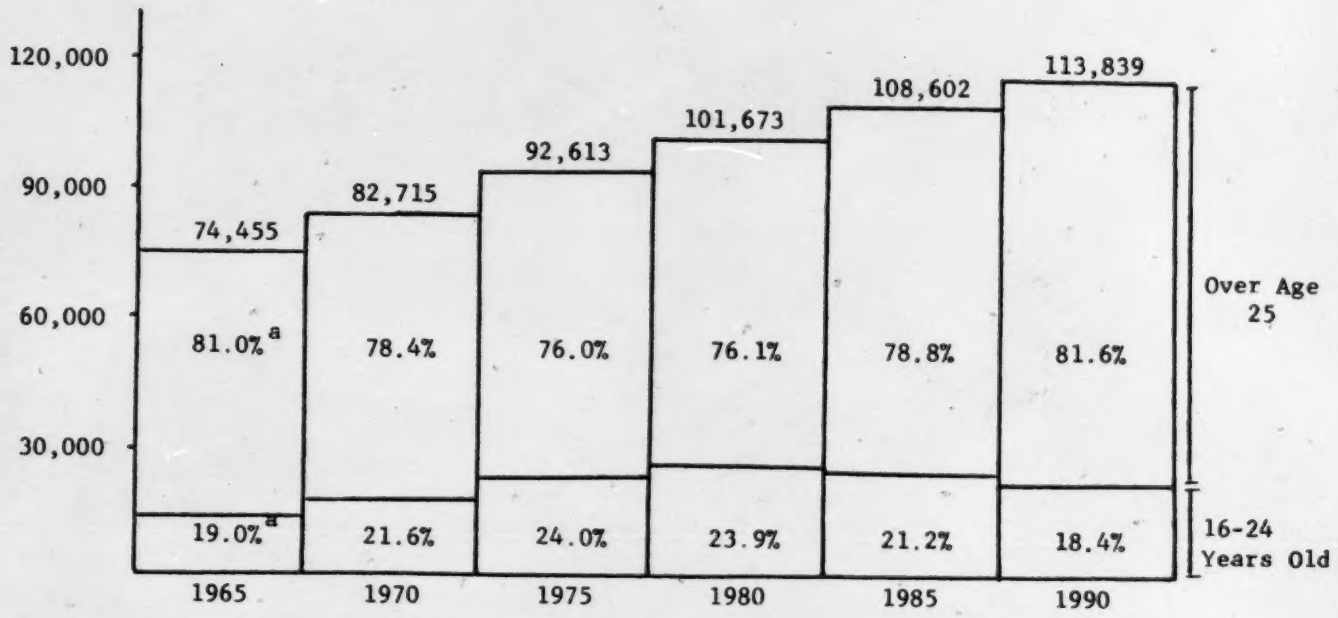
BY TIME LAPSE SINCE HIGH SCHOOL GRADUATION

Time Lapse	Year of College Entry			
	1973	1974	1975	1976
Same year as high school graduation	61.8%	57.6%	55.7%	54.8%
One-three years after graduation	18.7	22.0	22.2	22.0
Four years after graduation	2.5	2.3	3.0	3.7
Five or more years after graduation	17.0	18.1	19.1	19.4
Total	100.0	100.0	100.0	99.9

Source: Same as exhibit 9.

EXHIBIT 11

16-24-YEAR-OLDS AS A PROPORTION
OF THE CIVILIAN LABOR FORCE
(Age 16 and older)
(In Thousands)



a In 1965, 81 percent of the civilian labor force (74.5 million) were over age 25; 19 percent were 16-24 years old.

Sources: U.S. Bureau of the Census, Current Population Reports, Series P-23: No. 66, p. 42; Series P-20: No. 324, p. 40; No. 292, p. 30; and data from the Bureau of Labor Statistics, September, 1978.

EXHIBIT 12

PROJECTED COLLEGE ENROLLMENTS[a], 1975-1985, BY INSTITUTIONAL TYPE: LOW, INTERMEDIATE, AND HIGH ALTERNATIVES

(In Thousands)

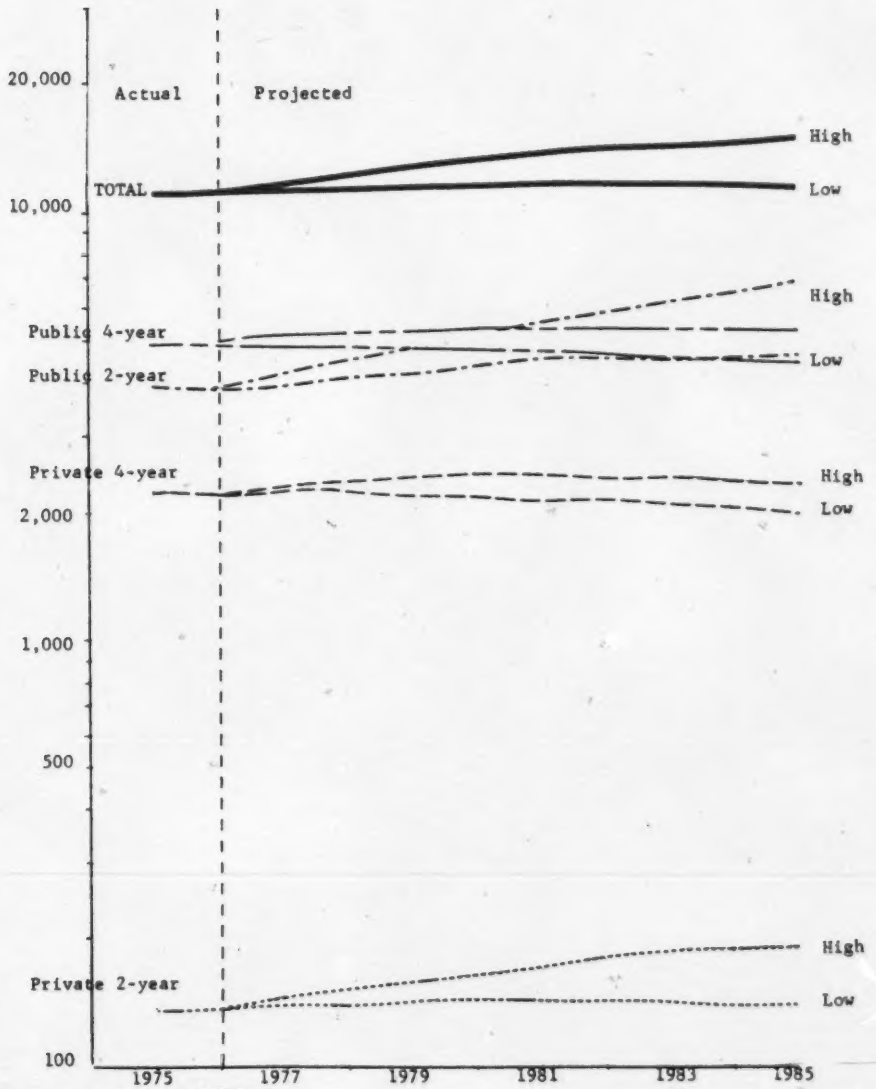
Year	Total	Public		Private	
		Four-Year	Two-Year	Four-Year	Two-Year
Low Alternative					
1975	11,185	4,998	3,836	2,217	134
1976	11,012	4,902	3,752	2,227	132
1977	11,287	4,933	3,989	2,226	139
1978	11,408	4,912	4,147	2,211	138
1979	11,524	4,893	4,296	2,195	140
1980	11,631	4,878	4,431	2,181	141
1981	11,646	4,830	4,522	2,152	142
1982	11,602	4,763	4,585	2,113	141
1983	11,510	4,685	4,615	2,070	140
1984	11,367	4,589	4,619	2,021	138
1985	11,204	4,493	4,604	1,970	137
Intermediate Alternative					
1975	11,185	4,998	3,836	2,217	134
1976	11,012	4,902	3,752	2,227	132
1977	11,499	5,025	4,065	2,269	140
1978	11,782	5,045	4,323	2,270	144
1979	12,079	5,081	4,572	2,277	149
1980	12,376	5,116	4,825	2,284	151
1981	12,579	5,111	5,038	2,275	155
1982	12,722	5,083	5,228	2,254	157
1983	12,816	5,036	5,401	2,221	158
1984	12,860	4,970	5,546	2,185	159
1985	12,881	4,899	5,679	2,143	160
High Alternative					
1975	11,185	4,998	3,836	2,217	134
1976	11,012	4,902	3,752	2,227	132
1977	11,696	5,090	4,165	2,298	143
1978	12,156	5,179	4,500	2,329	148
1979	12,635	5,264	4,858	2,358	155
1980	13,122	5,343	5,232	2,385	162
1981	13,511	5,375	5,580	2,389	167
1982	13,841	5,374	5,917	2,378	172
1983	14,122	5,347	6,244	2,355	176
1984	14,351	5,295	6,554	2,322	180
1985	14,558	5,230	6,866	2,280	182

[a]Head count enrollment

Source: National Center for Education Statistics, Projections of Education Statistics to 1986-87 (Washington: Government Printing Office, 1978), pp. 20,22-24.

EXHIBIT 13

LOW- AND HIGH-ALTERNATIVE PROJECTIONS OF COLLEGE ENROLLMENTS[a], 1975-1985, BY INSTITUTIONAL TYPE
(In Thousands) (Log Scale)



[a]Head count enrollment

Source: Same as Exhibit 12.

EXHIBIT 14

PROPORTION OF 18-24-YEAR-OLD HIGH SCHOOL GRADUATES ATTENDING COLLEGE, BY SEX AND BY RACE

	White		Black	
Year	Men	Women	Men	Women
1972-73	51.4%[a]	47.5%	39.6%	33.0%
1976-77	47.5	52.3	44.4	41.3

[a] In 1972-73, 51.4 percent of dependent family members in the 18-24 age group who were high school graduates were enrolled in college. Excluded from the eligible population were high school dropouts, college graduates, and those enrolled below the college level.

Source: Policy Analysis Service, American Council on Education. Based on U.S. Bureau of the Census, Current Population Reports, Series P-20: No. 260, 1974, pp. 43-44 and No. 319, 1978, pp. 43-44.

EXHIBIT 15

THREE MEASURES OF COLLEGE ENROLLMENT RATES, BY RACE

A.

Academic Year	Percentage of 18-24-Year-Old High School Graduates Enrolled in College	
	White	Black
1972-73	49.6%	36.0%
1973-74	48.3	30.9
1974-75	47.2	36.1
1975-76	49.9	40.7
1976-77	49.7	42.6

Source: Policy Analysis Service, American Council on Education. Based on U.S. Bureau of the Census, Current Population Reports, Series P-20: No. 260, 1974, pp. 43-44; No. 272, 1974, pp. 47-48; No, 286, 1975, pp. 42-43; No. 303, 1976, pp. 41-42; and No. 319, 1978, pp. 43-44.

Note: Calculations are based on dependent family members in the 18-24 age group, excluding those enrolled in education below college level, those who have completed four or more years of college, and those who are high school dropouts.

B.

Percentage of 1972 high school seniors who in 1973 were:	White	Black
Enrolled in two- and four-year colleges	40.5%	32.0%
Enrolled in vocational and technical schools	5.3	6.1
Enrolled, but unclassified	0.5	0.6
Not enrolled	53.7	61.4
Total	100.0	100.0

Source: U.S. Department of Commerce, Social Indicators, 1976 (Washington: U.S. Government Printing Office, 1977), p. 300. Based on data from the National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972.

C.

	White	Black
Percentage of 18-24-year-old-population enrolled in college in 1976:	27.0%	20.0%

Source: National Center for Education Statistics, The Condition of Education, 1978 Edition (Washington: U.S. Government Printing Office, 1978), p. 122.

Note: High school dropouts and college graduates were included in the eligible population.

EXHIBIT 16

NUMBER OF FRESHMEN REQUIRED FOR 100 GRADUATES FOUR YEARS AFTER COLLEGE ENTRY,

BY INSTITUTIONAL TYPE

	Research Univ. I	Research Univ. II	Doctoral-Granting Univ. I	Doctoral-Granting Univ. II	Comp. Univ. & Colleges I	Comp. Univ. & Colleges II	Liberal Arts Colleges I	Liberal Arts Colleges II
Public Institutions	178.6	173.9	197.6	178.3	180.5	160.0	166.1	311.5
Private Institutuions	120.2	135.1	192.3	146.6	149.7	139.3	131.9	165.6

Source: Engin Inel Holmstrom and Paula R. Knepper, "Four-Year Baccalaureate Completion Rates: A Limited Comparison of Student Success in Private and Public Four-Year Colleges and Universities," Policy Analysis Service, American Council on Education, 1976, p. 45.

Note: Data are based on a study of 1968 first-time, full-time freshmen who were followed up in 1972. These Carnegie codes are from the 1973 definitions by the Carnegie Commission on Higher Education and do not reflect the 1976 revisions. For definitions of the 1973 codes, see Carnegie Commission on Higher Education, A Classification of Institutions of Higher Education (Berkeley, California: The Carnegie Foundation for the Advancement of Teaching, 1973).